

**Report of the Committee  
on  
Students Welfare and Allied Matters**



सत्यमेव जयते

**UNIVERSITY GRANTS COMMISSION  
NEW DELHI  
1967**

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## REPORT OF THE COMMITTEE ON STUDENTS WELFARE AND ALLIED MATTERS

The University Grants Commission in their meeting held on 3rd March, 1965 while considering the problems of students' indiscipline desired that a committee may be appointed to review the implementation of the recommendations made by the Committee on Indiscipline set up by the University Grants Commission earlier and to suggest ways and means to improve students morale and discipline in the universities and colleges. Accordingly, the Commission appointed a committee with the following members :

1. Dr. T. Sen,  
Vice-Chancellor,  
Jadavpur University  
(Now Vice-Chancellor  
Banaras Hindu University). *Chairman*
2. Prof. Samuel Mathai,  
Vice-Chancellor,  
Kerala University.
3. Shri G.D. Parikh,  
Rector,  
Bombay University.
4. Shri M. M. Begg,  
Educational Adviser to the  
Government of Jammu & Kashmir.
5. Prof. A.C. Bannerjee,  
Professor of International  
Relations,  
Calcutta University.
6. Shri P.T. Chandi,  
Principal,  
St. John's College,  
Agra.
7. Dr. (Miss.) A. R. Irawathy,  
Principal  
Queen Mary's College,  
Madras.
8. Shri P. G. Mavalankar,  
Principal,  
L. D. Arts College,  
Ahmedabad.
9. Shri L. R. Mal,  
Assistant Education Officer,  
University Grants Commission *Secretary*

Dr. P. J. Philip, Joint Secretary, University Grants Commission, helped the committee in its deliberations and in the preparation of its report.

The committee met on 2nd August 1965 and 20th January 1966. In the first meeting of the committee, the Chairman, University Grants Commission indicated the scope of the work of the committee and suggested that the committee should concern itself with the larger question of the welfare of students as the problem of discipline among students in many ways was related to the social situation in the country.

The report of the University Grants Commission for the year 1964-65 had stated : "A University or college is not a barren ante-room to live, it is a part of life and the students' stay there should be happy and a stimulating experience. A congenial environment and a healthy corporate life are essential for serious intellectual pursuits and proper development of the personality. The conditions in which the students have to live and work significantly affect the general academic atmosphere. The provision of essential amenities is generally conducive to an improvement in student behaviour and should prove a healthy curb on student unrest". It is not necessary to labour the point that education should be student centred—his growth and welfare being its major functions. We should aim at maximising of the academic potential of the student through the provision of conditions conducive to his development.

The rapid expansion of education at the higher level has underlined the necessity of making students' welfare an integral part of the academic life of the universities. The increase in the size of the universities, apart from other things, calls for a technique which can personalize the student's life and give him a "sense of belonging", a feeling of relevance. Without such a programme, the mere expansion of higher education may lead to unhappy results, for no society can ever assimilate without danger to its wellbeing a large number of superficially well informed but basically frustrated and maladjusted young men and women. The problems of students discipline and students welfare are thus very closely inter-linked. For dealing with the larger question of students welfare, an analysis of the causes contributing to student unrest and the ground already covered on this subject seems desirable.

The problem of discipline among students in universities and colleges has attracted nation-wide attention for more than a decade. It is admitted that there has been in evidence in recent times a spirit of dissatisfaction and frustration among some sections of the younger generation. But this has not been confined to India alone, it has found expression in other parts of the world also. In a note prepared on the subject in 1953-54, Prof. Humayun Kabir, the then Educational Adviser to the Government of India, Ministry of Education had *inter-alia* attributed the unrest among students to loss of leadership by teachers, growth of economic difficulties, defective educational system and general loss of idealism. A detailed analysis of these causes and remedies as suggested by him is given in Appendix I.

The University Grants Commission had also been considering this problem and had put forward various suggestions to deal with it. In 1955 the Commission had commended to the universities (i) the appointment of a dean of students whose main responsibility would be to look after students' welfare and maintain discipline and (ii) placing groups of

15-20 students under the care of a teacher who would act in cooperation with the dean of students. For various reasons the majority of universities were unable to implement these suggestions.

In 1958 the Commission appointed a Committee under the chairmanship of Diwan Anand Kumar to make careful study of problems relating to student discipline in our universities. The main recommendations of the committee, which were generally accepted by the Commission, were as follows :

1. Students should be admitted to the university after careful selection and admissions to the universities and colleges should be made strictly with reference to qualifications and merit making, however, a small allowance in the matter of minimum qualifications in favour of students in scheduled castes and those from rural areas.

2. Every effort should be made by the universities to raise the minimum age of entry from +16 to +17. In the meantime, steps should be taken to ensure that students are engaged in some useful activity for a year or so after leaving school and before entering the university.

3. No college should ordinarily be allowed to have more than 1,000 students, so that the community of students and teachers will be manageable unit and opportunities for organised community life can be developed.

4. Universities and colleges should take appropriate steps to bring about increasingly close touch between teachers and pupils so as to secure a full impact of the mature teachers' personality on the not yet mature students.

5. The example of teachers in ancient times who did not care for money but were given high status by the community will not prove of any avail in the present conditions which neither attract good men nor give them an appropriately high status in relation to members of comparable services in the country's administration. The salary of a lecturer in a college or university should be similar to that of a class I government servant in the Government of India or the State Government. For higher grades in the teaching profession like readers and professors also, there should be a corresponding increase in the emoluments.

6. There should be a very careful selection of teachers. In addition to their academic qualifications, it is necessary to see that the men and women recruited to the profession are persons of the highest integrity and of such character. For this purpose, apart from reasonable satisfaction being secured even at the time of recruitment of a teacher, in regard to personality, integrity of character and capacity to hold the attention of the class the period of probation should be utilised to assess these qualities more reliably and satisfactorily before the teacher is confirmed. It goes without saying that the administrative authorities in charge of institutions and universities should also be of the right type interested in demanding and utilising these qualifications in the teacher.

7. It is difficult to reconcile teaching and active participation in politics and such a combination of interest should be avoided to the

maximum extent. Government should consider measures for eliminating "separate" constituencies for teachers only "which encourage the participation of teachers too actively in politics. In any case, even if a few constituencies do exist restricted to teachers only, the teachers should be prevented from utilising the services of students in canvassing for elections etc. Elections to university and college bodies and societies should also be reduced to a minimum and only those non-academic responsibilities of any kind that are unavoidable should be placed on the teachers by some system of rotation and nomination, to reduce the number of teachers engaged in such activities to the minimum.

8. It should be a strictly honoured code amongst our public men not to allow any corrupting influence from outside to enter into the universities and colleges. University authorities should not grant any official recognition to purely political groups formed in a university. When law is broken, the offender should be dealt with, with firmness tempered by justice.

9. The present practice of having Governors of States as *ex-officio* Chancellors of universities is not desirable, since they are then expected to act on the advice of the State Government, which holds a serious threat to the autonomy of a university and pave the way for the intrusion of politics into it. The Vice-Chancellor should also be selected for his eminence in the academic and educational world. Out of the various methods of appointing a Vice-Chancellor the method in use in the Delhi University for selecting a Vice-Chancellor seems the best and this method or a very similar one should be adopted by other universities also.

10. The proportion of student living in hostels and other units of residence under the control of universities and colleges should be greatly increased. Highest priority should be given to the construction of hostels and also for setting up of centres for non-resident students. Care should, however, be taken to investigate into students' grievances at the earliest stage possible with maximum sympathy. While the fact that a large number of students have too much time free on their hands has to be corrected it is also to be ensured that extra-mural activities are not over-done to the detriment of the academic progress of the student.

11. In the executive body of the university or college union, there should be some sort of association between students and some senior members of the college or university. The formation and development of students' unions in universities and colleges may be usefully encouraged. Appropriate provisions should also be devised to bring actively into these unions increasing number of the better elements amongst the students themselves.

12. Steps may be taken to provide vocational and moral guidance in the colleges and universities by trained and sympathetic persons.

We find that the question of student discipline has already been considered in great detail and there is not much ground left for us to cover. However, there are a few points which we would like to emphasise in this connection.

The first thing to stress is that indiscipline among students is the consequence of a complex of causes—sociological, educational, political, etc. It is also to be noted that student unrest is not confined to India or Asian countries alone but that in many Western countries also such behaviour is in evidence. It has become a more or less international phenomenon.

An analysis of the causes that have led to acts of indiscipline on the part of students in India reveals that the most common form has been the strike (partial or complete). In some cases even hunger strikes have been resorted to. There have also been cases of students-police clashes. In quite a few cases the reasons for rowdy behaviour have had little or nothing to do with the academic activities within the universities and colleges, but have been political. Some of the factors commonly responsible for student unrest which have come to our notice may however be classified as the following :

1. Increase in fees.
2. Reduction in the number of free-ships, scholarships and other facilities.
3. Examinations or examination results.
4. Transfer of the teaching staff.
5. Inadequate facilities staff, equipment, hostel accommodation, etc.
6. University/college election.
7. Rivalry between two groups of students in the college campus or in the hostel.
8. Admission policies for professional, and technical courses.

We would like to draw a distinction between acts of indiscipline among individual students and mass indiscipline. While the individual acts can be tackled with tact, those of mass indiscipline are difficult to deal with as they are dependent on many extraneous circumstances. It would be unfair to condemn the conduct of students when they behave as a crowd. The crowd is a totally different kind of animal and it develops a separate identity in which the individual student's will is lost. In such circumstances, students who are generally loyal and obedient to their teachers do not listen to them. It is also a fact that the large majority of the students are passive and well behaved and do not like disturbing the atmosphere or working of the institution. It is usually a small minority of the students who are responsible for indisciplined behaviour and the problem therefore boils down to concentrating our attention on this minority and trying to understand as to why and how they go astray.

It has been alleged that the authorities of institutions generally do not look into the difficulties of the students until they are threatened with 'agitation'. They also yield later giving the students an impression that it pays to break the rules and code of conduct. It stands to reason that every effort must be made to remove the causes of discontent so that an ugly situation may not develop. We also feel that even in the case of

mass indiscipline unless the case espoused by the students is unjust and falls outside the scope of redressal by the university or college every effort should be made by the teachers and other authorities to deal with them with sympathy and understanding.

The Committee on Model Act for Universities has emphasised that "proper functioning of a university depends on the all round acceptance of two basic principles—autonomy from external control together with a democratic administrative system and effective participation of the academic community in the formulation and implementation of university policy and programmes. Autonomy from external control is important but it is equally or even very important that the administration internally is not autocratic or bureaucratic and insensitive to the real needs and interests of the academic community—staff and students. The university is after all the community of the teachers and students dedicated to the common pursuit of learning." It will be admitted that the actual situation prevailing in the universities do not always conform to this. For example, it is doubtful whether in any of our universities any machinery has been set up to consult students on curricular and co-curricular matters. Unless there is more active participation of students in the business of decision making on programmes in which they are involved, they are bound to feel that they are not full members of the university community.

Further education should be connected to employment. The student behaves as a vagrant youth because of the gulf that separates his education from eventual employment. "Education should be linked to life as it would help the individual's entry into the world of work. Education should contain three basic ingredients—literacy (study of language, history etc.), Numeracy (study of Mathematics and Science) and work experience in some productive enterprise—may be in a farm, in a factory or in a workshop. Such experience will help the individual to obliterate the distinction between mental and manual work. It will make his entry into employment easier; it will help national integration because it will also make some contribution to national productivity."\* We fully share the view that work experience is essential for all round development of the personality of the student and improve his outlook and behaviour.

Much of the indiscipline in universities and colleges could be attributed to political interference and exploitation of students by politicians. "Politicians are to a great extent responsible for the growth of indiscipline as very often the students are utilised for political purposes and are taught to defy authority and resort to violence for redress of grievances, real or imaginary.\*\* The political parties generally support the students whenever there is a conflict between them and the university authorities. We are informed that some political parties put students in certain faculties, pay their fees and even provide them sufficient money for entertaining other students for using their services for forming trouble. In some institutions even the elections of student

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\*Inaugural address by Dr. D.S. Kothari, Chairman, University Grants Commission, at the national Seminar on Student Welfare in Delhi University in August-September 1965.

\*\*Report of the Estimates Committee (1965-66) on Ministry of Education, U.G.C.



associations are fought on party tickets. We find this state of affairs very disturbing. We strongly recommend that steps should be taken to prevent political parties from interfering in the internal affairs of universities and colleges, if a convention of non-interference cannot be developed. The politicians should be made to realise that they are playing with the lives of thousands of our students and work will be weakened. It may even become difficult to attract eminent educationists to shoulder the responsibility of Vice-Chancellorship.

On the whole the record of students' unions in the universities has not been very reassuring. Although in some universities the unions have played a constructive part in the training of students in public speaking, self-government, management of extra-curricular activities etc., more often than not they have tended to behave in the fashion of a trade union, presuming to represent the students' interests against those of the teachers and other authorities. Such tendencies are often disruptive and have therefore to be discouraged. Ways and means have to be found for dealing with the grievances of the student community. Experiments undertaken by universities in other countries, notably by Queen University in Belfast, Ireland, and the Freie University in West Berlin to associate students in a representative capacity with university bodies are worthy of study and adapted application to the Indian situation.

We consider the question of maintenance of a peaceful atmosphere and congenial conditions for academic work to be a matter of the utmost importance. One of the suggestions considered by the committee in this connection related to the setting up of security force in the universities on the model of the University Police Force in some of the universities in U.S.A. We understand that in the U.S.A. the members of this Force are appointed by the university administration or occasionally by the State government, and are endowed with powers in respect of the university campus and its environment for the maintenance of law and order. They constantly patrol the areas under their jurisdiction and see to it that the traffic rules and regulations pertaining to student behaviour are observed. We are also informed that the protection afforded by the police to the university community against encroachments by outside elements go a long way in ensuring their well being. The members of the Police Force are particularly vigilant and solicitious about the security of women students. The general catalogue of the University of California, Berkeley 1964-65 states :

"The University of California Police Department was established by the California State Legislature and has equal powers and authority as Municipal, County and State Police Agencies. This department has sole responsibility for the enforcement of State and Federal Law on the university campus and its police jurisdiction extends one mile beyond the extreme boundary of the campus and in or about other grounds and properties of the University of California."

The regulations of the Yale University include the following statement regarding the functions of the University Police Force :

"One of the primary functions of the University Police Department is to prevent students from getting into trouble and

to lend assistance if they do get into any difficulty. Students are expected to obey the orders of a university police officer at all times and to follow his suggestions. A student is also expected to furnish him correct name, class and college address when a University Police Officer asks for this information. Positive identification such as a driver's licence or a dining hall identity card must be given to a university Police Officer upon request. Disobeying the orders of the University Police Officer or furnishing him with an erroneous name or information will be considered a very serious offence.

Students should never resist or argue with a law enforcement officer even though they believe themselves in the right. Matters of this nature, however, should be reported to the Security Director who will, if deemed necessary, investigate the incident and confer with the proper officials.

If actually arrested, even upon a charge which appears trivial students should communicate immediately with the University Police and follow their advice. The University Police, through a liaison programme with Police agencies and the provision of bail money when necessary will usually be able to facilitate students' release."

Universities in India do not have a Police Force. However, the services of bodies like the N.C.C. are requisitioned on special occasions such as convocations, public meetings, receptions to dignitaries etc., to regulate traffic, control crowds and generally to ensure orderly behaviour on the part of the students and visitors. A Police Force is as indispensable to society in normal times as in times of unrest, since the primary contribution that such a Force makes is to prevent trouble makers and other anti-social elements from disturbing the peace. Its chief value consists in its power to deter out-breaks of violence and abnormal conditions. Several cases of student disturbances in our universities had spread partly because of the lack of any machinery to control the situation in the beginning. Very often the calling of the State Police at the last moment only acted as an incitement to further violence.

One suggestion is that this could be a voluntary force consisting of students who are willing to place at the disposal of the authorities of the university their services for this purpose. While there are some advantages in such an arrangement, there are two main difficulties. Firstly, the students may not have sufficient time to devote themselves to the performance of their duties. Secondly it is uncertain whether they would always be willing to take action against their fellow students; there might be occasions when a conflict of loyalties might arise and paralyse the efficient working of the force. Another suggestion is that the cooperation of the N.C.C. in the university should be enlisted under the guidance of its commandant who is generally an officer of the army. But the difficulties we observed above in the case of the voluntary corps may also be equally applicable to the effective utilization of the N.C.C. There is however a case for associating the N.C.C. with the University Security Force in view of the fact that the N.C.C. consists of militarily trained personnel who are also students of the institution. Because of

this it would be advantageous to bring the N.C.C. into the picture. In any case if there is to be a security force in the universities the core of the force will have to consist of an independent staff, recruited from outside the university with police or military training.

We have carefully considered this proposal for setting up of a security force and find that there are some practical difficulties in implementing it. Firstly, it would be a very expensive undertaking for a university to set up a Security Force of its own and secondly it could be implemented only in unitary universities. As an alternative we would like to suggest the normal application of law and order to the university situation, as in the case of the public. Certain magisterial powers could however be given to the Vice-Chancellor, as in Oxford and Cambridge (in a college the Principal should possess these powers) for dealing with disturbances to peace. The other measures which we consider suitable are the development of proctoral functions in the universities in a more systematic way and the introduction of students self-government. If the students are organised from within they can resist pressures from outside and stand up to the attempts made by outside agencies to do harm to the integrity and security of the university community.

We wish to stress that the responsibility for maintaining peace in the institution is not unilateral. It is a joint responsibility of the students parents, teachers, government, political parties etc. Every institution should do its best to ensure sound arrangement for work and be prompt in redressing any legitimate grievances that the students may have. The head of the institution particularly should be sympathetic, understanding, responsive and reasonable in his dealings with the students. He should at the same time be also firm when the situation demands it. Students who disturb the peace of the institution and do not observe the code of behaviour should have no place in an educational institution, where young people are being trained in a disciplined way of life. There seems no reason why an educated person who have had better training than others at the expense of society, should be dealt with differently by the law. It should be impressed upon students that there are certain areas pertaining to the duties and responsibilities of the institution which cannot be interfered with e.g. courses of study, examinations, academic standards, appointment of teachers etc.

Coming to the larger question of student welfare, the U.S. Educational Foundation in a recent publication (Students Service Manual) points out *inter-alia* the following problems of students :

1. Lack of student counselling and guidance facilities
2. Unsatisfactory student-faculty relationship
3. Pressure of numbers and lack of selectivity
4. Insufficient appreciation by authorities of student welfare
5. Immaturity of the student
6. Problems related to co-education
7. Harmful influence of politics on student life
8. Need for examination reform

9. Difficulties arising from medium of instruction
10. Unemployment among the educated.

While we agree generally with the identification of the problems, we do not contribute to the theory that unemployment is an immediate cause of indiscipline amongst students. The cause it would seem could be traced rather to inadequacy of motivation and uncertainty of aims than to unemployment as such. There is no proper identification of aptitudes or interest with the result that students do not get the type of education for which they are best suited. It would be necessary to make a scientific study of graduate unemployment to find out to what extent any large scale unemployment or under-employment. There is at present a lack of dependable information on the subject. Another useful study in this connection would be related to verification of the alleged inter-connection between indiscipline and anxiety regarding remunerative employment.

The seminar on Students' Welfare organised by the Education Commission in collaboration with the World University Service in Delhi University in August-September, 1965 considered the problem of students amenities at great length. The provision of a variety of welfare facilities, it was believed, would help the students to adjust themselves to their environments and keep them engaged in healthy activities. The two points repeatedly made were that there should be much closer contact than there is today between the teacher and the taught and the latter should be entrusted with a greater degree of responsibility in the management of services that are intended for the benefit of the latter. The main recommendations of the seminar are contained in Appendix II.

We are in general agreement with those recommendations which could be implemented with suitable modifications according to local needs. However the possibility of implementing them is subject to availability of funds.

There are some problems which we would like to high light and to which we would expect the authorities to give their serious consideration. We feel that the right type of teacher in a university or college is of paramount importance in the development of the personality of the student and for improving his conduct and behaviour. The teacher should have total commitment to the responsibilities of the profession. The system of appointment of teachers in universities in India, unfortunately does not ensure the selection of the right type of teachers. We understand that in foreign countries for example, in U.S.S.R. the teachers are appointed by the whole Board of Faculty and similarly in Oxford this is done by all the fellows of the university. A system by which the work of the teachers could be evaluated periodically would also make a significant contribution towards the recruitment of right persons to the teaching profession. In the schools there is a system of inspection which works out as a deterrent to the teachers neglecting their responsibilities but in the colleges and universities there is no such system of evaluation. The pass percentages do not reflect the academic interests and the personality of the teachers.

A suggestion we considered in this connection is that of associating students with this evaluation. They may be asked to fill up a questionnaire indicating their views about their teachers. The following objections have however been made against this proposal :

- (i) This could at best show how students react to particular teachers. It would also be difficult to frame a questionnaire and if any judgment about the working of a teacher is based on students reaction, it is likely to be distorted. A competent head of the institution is better able to find out the qualities of a teacher.
- (ii) In certain cases the head of the institution may not like an evaluation, in case the response of students to a particular teacher disclose an overwhelming popularity superior to his. In other cases it may give the Principal or head a handle to get rid of a teacher who is not liked by him.
- (iii) Whatever little respect the student have for their teachers would be lost through this evaluation and it might produce effects which are contrary to what is being envisaged.
- (iv) It may work with reference to postgraduate students, but undergraduate students being immature and may not be in a position to judge the real merit of their teachers.

An alternative to the proposed evaluation is inspection by the university of its colleges as provided for in universities like Bombay and Calcutta. This system could be suitably modified to serve the purpose in view.

We have considered this idea very carefully and feel that a system of evaluation of teachers is very desirable, as the intention is not to use it as an instrument for coercion or vindictiveness. A good application of this process could be a guide to the teachers themselves. It is possible to frame questionnaires for finding out students reactions, without making the objective too obvious. Questions could be posed in such a way that the students do not know the purpose for which the questions are being asked. Methods are not available for making assessments without indicating actual intentions. A draft questionnaire (Appendix III) is attached as an example. We recommend that this system of evaluation may be taken up as a pilot project by one or two universities and if it brings good results, it could be extended to other universities also.

Because of the explosion of numbers in higher education, it may not perhaps be possible in the near future to strengthen contacts between the teachers and the students on a large scale. It is however essential to make some arrangements for dealing with emotional problems of students which are on the increase today all over the world. A properly organised counselling system should go a long way in bringing out the desired results. Counselling helps a person to grow in maturity. The idea is laudable but with the present resources position in the country make it a feasible proposition. In view of the shortages in resources and personnel a beginning could be made with effecting some improvements in the tutorial system. A group of students may be placed under

the charge of a teacher who may look to their problems and guide them properly. We are glad to know that some universities have already started this system. This system has academic as well as social and moral values. The work load of teachers should take account of the time devoted to tutorials. There should also be regular orientation programmes for teachers in charge of students.

A large majority of our students are in colleges which are managed by private societies. These colleges are run by persons who are themselves not properly educated and lack discipline. They are often unscrupulous and interfere with the proper administration of the institutions. This is a matter which should be carefully looked into at the time of establishment of colleges. Further while granting affiliation to the institutions certain physical standards about numbers, library, laboratory, class rooms etc., should be insisted and the institutions should be given adequate grants.

Many difficulties have arisen because of the expansion of university education at a rate which the country and the economy cannot sustain. Increased demand for higher education has outstripped the growth of college facilities. This has resulted in the intermingling of high-ability and low-ability students with the result that the former is deprived of the stimulating experience he can otherwise have in a restricted group. Therefore there is need for selectivity in admissions. At the same time something has to be done to see that the school leavers do not remain idle if they cannot be admitted to the colleges. Ideas like national service and work camps look very attractive and need to be considered seriously.

The physical environments and living conditions exert a powerful influence on the personality and the character of the students. In our country, the majority of students do not have congenial home conditions for quiet study. In such circumstances the provision of hostel facilities to as many students as possible is essential. A hostel is not only a place for living, it is also an important centre of education. For most students, there is no satisfactory substitute for a proper hall of residence if they are to participate fully in the educational process. A group of students with different backgrounds in coming together in the hostels develop a sense of living together, consideration for others or tolerance, ability to attract others and make friends etc. Corporate living provides an invaluable training for the larger field of life which the students have eventually to enter. Students also learn much from one another. The quinquennial report of the British University Grants Committee says :

“As compared with lodgings or with many homes, a hall affords an environment where intellectual interest are strong. It offers students exceptionally favourable opportunities for the stimulating inter-play of mind with mind for the formation of friendship and for learning the art of understanding and living with other of outlook and temperament unlike their own. It can be and it often is, a great humanising force. Moreover, in universities where so many students disperse immediately after the working day is done, the halls as continuous centres of corporate life, do something to stimulate that life in the university as a whole.”

We find that the Committee appointed by the Indian University Grants Commission to study the problem of residential accommodation for students and teachers had worked out the cost of providing residential accommodation to 25% of the student population at the end of the Fourth Plan period at Rs. 120 crores. In view of the prohibitive cost involved in implementing the scheme on a modest scale it may not be possible to undertake this project on an extensive scale for some years to come because of the difficult resources position. However, we recommend that the provision of hostel facilities to as large a number of students as possible should receive very high priority in any scheme of education planning.

The role of the Warden in the hostel is a very important one. A warden can act as a guide and a friend to the student who can always look to him in time of difficulty. His duties and responsibilities are onerous and demanding and call for continuous initiative, personal contacts and leadership. The personality of the warden, the interest he takes in the students and the enthusiasm he shows in guiding them properly are important considerations in the choice of the warden. Big hostels do not provide enough facilities for community life and there is little chance for exchange of ideas and mutual understanding. We agree with the recommendation made by the University Grants Commission Committee on 'Residential Accommodation for Students and Teachers' that a hostel should be planned in such a way that a warden may be able to look after a limited number of inmates say 50-60.

Although hostel life provides opportunities for many sided development of the students, in view of the steady rise in cost of living it may not be possible for large number of students to afford the expenses in the hostel. There is therefore need for reduction of hostel charges which may enable a large number of students to join the hostel. The University Grants Commission Committee on 'Residential Accommodation for Students and Teachers' has made the following suggestions for reducing the expenses in hostel which if implemented will help the students.

1. The local authorities or government may grant exemption of ground rent, reduction in rates and taxes etc., which will reduce the hostel fees.
2. In some cases expenditure on hostels is not taken as an admissible item for determining the quantum of grants to the institutions by the State Governments. It seems necessary to do so to enable the colleges and universities to meet partly or fully provisions on account of insurance, depreciation etc., from grants received from public authorities or State Governments.
3. The schedule of hostel fee may be adjusted in such a way as can provide for rent free accommodation to about 5 to 10% of the students living in hostels.
4. Certain types of works in the hostels may be distributed amongst students on a remunerative basis.

As the expansion of hostel facilities cannot be undertaken on a very large scale, the problem of providing congenial conditions for a large number of students will remain for some time. The need for a quiet place for study would be an acute problem especially in the urban areas and will have to be met through alternative arrangements. The reading room facilities can be substantially improved through Students' Homes or Day Hostels at convenient places which should provide ample reading seats, small libraries with text and reference books and cafeteria with wholesome food to students at cheap rates. Here the students could spend their whole day in useful pursuits. We are glad to know that the University Grants Commission has already initiated a scheme for providing assistance to universities for the setting up of Student Homes. We would strongly recommend that the scope of this scheme should be enlarged to cover as large an area as possible.

There are two more important matters which we would like to stress. A student cannot do justice to his studies unless he maintains good health. The stresses and strains of modern life and the uncertain future create considerable tensions which affect their health and consequently their education. An effective system of periodical medical check up, establishment of health centres, provision of full-time doctors for treatment of minor ailments and hospitalisation facilities for chronic diseases are hence essential. Society has a special stake in the health of university students as it has already invested considerable resources in his future.

A large number of students, because of adverse economic circumstances, cannot pursue higher education although they may be intellectually equipped for it. In a welfare state those who have merit should not be deprived of the opportunity of higher education as a result of their poverty. They should be encouraged in their studies through financial aids from the State. The number of scholarships, fellowships etc., at present available is not enough to meet such needs. It is also necessary to provide adequate assistance to meet legitimate expenses. A review of the structure of scholarships and other forms of financial aids in the sector of higher education is highly called for.



## Summary of Observations and Recommendations

The main observations and recommendations of the Committee are given below :

1. A distinction should be drawn between acts of indiscipline among individual students and mass indiscipline.
2. Large majority of the students are passive and well behaved and do not like disturbing the atmosphere and working of the institution. It is only a small minority of the students who are responsible for indisciplined behaviour and our attention should be concentrated to find out why they go astray.
3. Every effort should be made to remove the causes of discontent among the students. Even in the case of mass indiscipline, unless the cause espoused by the students is unjust, every effort should be made by the teachers and other authorities to deal with them with sympathy and understanding.
4. There should be increasing participation of students in the business of decision making and programmes in which they are involved so as to avoid the feeling among them that they are not full members of the university community. Experiments undertaken by universities in other countries to associate students in a representative capacity with university bodies have shown encouraging results and may be tried in universities in India also.
5. Education should be connected with employment, so as to bridge the gulf that separates students' education from eventual employment.
6. Steps should be taken to prevent political parties from interfering in the internal affairs of the universities and colleges if a convention of non-interference cannot be developed.
7. Tendency on the part of unions to act like trade unions should be discouraged.
8. There should be normal application of law and order to the situation in the universities as in the case of public. Certain magisterial powers may be given to the Vice-Chancellors and the heads of institutions to deal with disturbances. Proctoral functions should be developed in the universities in a more systematic way.
9. Every institution should ensure sound arrangement for work and be prompt in redressing legitimate grievances. The head of the institution particularly should be sympathetic, understanding, responsive and responsible in his dealings with the students. At the same time he should be firm when the situation demands.

10. It should be impressed upon the students that there are certain areas pertaining to the duties and responsibilities of the institution which cannot be interfered, for example, courses of study, examinations, academic standards, appointment of teachers etc.
11. There is no proper identification of aptitudes or interests with the result that students do not get the type of education for which they are best suited. Scientific studies should be undertaken to find out the connection between unemployment or under-employment and indiscipline.
12. Appointment of right type of teachers in the universities and colleges is of paramount importance in the development of personality of the students and for improving their conduct and behaviour. A system by which his work could be evaluated periodically would help in recruiting right type of personnel to the teaching profession. This evaluation would be a guide to the teacher himself also.
13. A properly organised counselling system should be introduced in the universities and colleges so as to provide some arrangement for dealing with emotional problems of students. If this cannot be undertaken on a large scale due to paucity of resources the tutorial system should be improved and encouraged.
14. Before affiliation to institutions certain physical standard about numbers, library, laboratory, class rooms etc., should be insisted upon and institutions should be given adequate grants.
15. There is need for selectivity in admissions, but at the same time it should be ensured that school leavers do not remain idle if they cannot be admitted to the colleges. Introduction of programmes like national service and work camps should be considered.
16. As the living conditions exert powerful influence on the character and personality of the students, provision for hostel facilities for as large a number of students as possible should receive high priority in any scheme of educational planning.
17. Big hostels do not provide facilities for community life and there is little chance for exchange of ideas and mutual understanding. Hostels should be planned in such a way that the Warden is able to look after a limited number of inmates say 50-60.
18. Hostel charges need to be reduced so as to enable a large number of students to benefit from hostel life.
19. The scheme of assistance to universities for the establishment of student homes already being implemented by the University Grants Commission may be extended to cover as large an area as possible.

20. An effective health service system is an essential programme of students welfare and should be introduced.
21. The state should provide financial assistance to poor but meritorious students to enable them to continue their studies. Further a review of structure of scholarships and other forms of financial aids is necessary in view of the inadequacy of amount of scholarships etc., to meet legitimate expenses.



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## APPENDIX I

### **Causes of Students Indiscipline and Remedies Suggested by Prof. Humayun Kabir**

#### 1. CAUSES

##### *(i) Loss of Leadership by Teachers :*

With the steady growth in political consciousness since 1920 students were also drawn into the political struggle with the result that a general temper of revolt against political servitude and a desire to struggle for national liberation became widespread. The teacher for various reasons were not able to take an active part in the political struggle and to some extent lost the respect of their pupils.

The teachers have been continually losing in social status because of belonging to a lower income level.

The personal contacts between the teachers and the taught have been lost on account of large increase in the number of students with the result that the teacher has lost the affection of the pupils.

The teacher has little control over educational issue—the institutions being controlled often by politicians.

##### *(ii) Growth of Economic Difficulties*

Many of the students are now drawn from social strata which cannot provide them with their needs. They start feeling the stress of economic struggle even during student life. Even more grim is the prospect that faces most of them at the end of their scholastic career. A large proportion of young men and women in the universities is there not because they have any special aptitude for higher studies but simply because they know of no other way of passing time while they are looking for a job.

##### *(iii) Defects in the Existing System*

The present system of education is overwhelmingly literary and academic. It neglects the development of the senses and the physical capacities, and inculcates an aversion to physical labour. It is also largely indifferent to the development of character and a sense of moral values among pupils.

There is undue emphasis on the final examinations. The energies of the pupil are not fully employed through out the year and they naturally seek an outlet in various kinds of activities some of which are anti-social.

The authoritarian character of the existing system of education is also an important factor in the growth of student unrest and indis-

cipline. The students have little scope for initiative and freedom in curricular and co-curricular activities and are generally passive recipients of orders from above.

With increasing unemployment among educated classes it is inevitable that there should be a reaction against past acquiescence. Once the student gets into the habit of breaking some laws, he develops a spirit of disrespect for all laws.

#### (iv) *General loss of Idealism*

The two World Wars have set in motion a process of general demoralisation all over the world. During these wars, truth was the first casualty. Hatred became almost a religion, with large sections of the people. Young people could not but be affected by the loss of morals.

The spread of a materialist ideology has also contributed to undermine the sense of values by its insistence that ends justify the means.

Old social institutions and beliefs have decayed. The disintegration of the joint family system has weakened, one of the strongest forces for socialising the child. The child now feels uncared for and unprotected. Most of the unrest and indiscipline among students is due to their feeling that they do not belong.

Low social status of teachers has also contributed to the loss of idealism among pupils.

## 2. REMEDIES

### A. *Measures for Restoring Lost Leaderships*

(a) While recognising the need for constant reform sweeping condemnation of the existing system of education should cease, it must also be ensured that there is no sharp cleavage between teachers—old and new. One of the first measures must be for improving the quality of recruits to the teaching profession.

(b) There should be some relation between the number of teachers and the taught.

(c) Economic measures are essential but are not by themselves sufficient for improving the quality of teachers and raising their status in the society. The improvement of scales, increasing their professional competence and an appeal to their idealism all combined can give us the desired results.

For improvement at the university level in this behalf the following measures, he taught, may be necessary :

(a) Steps may be taken to restore the academic atmosphere of universities by weeding out political parties and intrigues.

(b) In addition to such general measures of improvement in salaries there should be some special categories of posts for men and women of

exceptional distinction. The existence of such posts would inspire the university teachers to greater efforts and assure them of society's regard for high achievements. This would also stop a drift of able men from the universities.

(c) Special recognition may be extended to the teachers who have the capacity to build up corporate life of the campus. Such teachers can do a great deal in restoring leadership of teachers.

(d) Provision should be made for higher training of teachers of colleges and universities by creating facilities for specialised studies abroad.

(e) Efforts should be made to recapture the ancient tradition where social prestige had no necessary relation to the economic standing of the individual.

#### *B. Measures for dealing with Economic Difficulties of the Students*

(a) Steps should be taken to increase facilities for meritorious students who are economically handicapped. Apart from scholarships, stipends etc., it may be useful to enlist the student labour on a much larger scale than has been done hitherto in providing some of the essential services in schools and colleges.

(b) There should be a fairly careful scrutiny for admissions before the students are admitted to the colleges and universities and the selection should be done largely by teachers.

(c) Self-help programmes may be introduced on a large scale. This would help to ease the struggle of some of the students to maintain themselves while they are learning.

#### *C. Removal of Defects in the Existing System of Education*

(a) Secondary education should be more diversified.

(b) Physical and moral education should be provided to the pupils.

(c) Examination system should be reformed so that the students are compelled to work steadily through out the year.

(d) Modes of class room teaching should be modified and the students should not be mere passive listeners to the lectures or discourses. They should rather participate actively in the work of the schools.

The present insistence on the possession of a degree for employment except at the lowest levels, should be removed.

There should be greater democratisation of atmosphere in the institutions so that the pupils have a greater sense of freedom and initiative.

#### *D. Measures to Revive a sense of values among students*

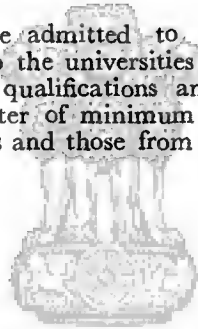
(a) A social atmosphere should be created where values are held in high respect and students feel an urge towards realising them. The status of the teachers and his leadership should be restored.

(b) Students should be associated with various projects for the upliftment of the community so that a sense of obligation to society is induced in them.

(c) Daily assemblies should be organised in the institutions so that students may get an opportunity of sharing in the riches of men's common heritage.

We find that the University Grants Commission had also been concerned with the problem and suggested various measures to deal with it. In 1955, the Commission had suggested (i) the appointment of a dean of students whose main responsibility would be to look after students welfare and maintain discipline and (ii) placing groups of 15-20 students under the care of a teacher who would act in cooperation with the Dean of students. The Commission's suggestions did not perhaps receive enthusiastic response from the universities as majority of universities were affiliating universities and there were practical difficulties in implementing the suggestions. With a view to studying the problem of student indiscipline intimately the Commission had appointed a Committee in 1958. The main recommendations of the Committee which were generally accepted by the Commission were as follows :

1. Students should be admitted to the university after careful selection and admissions to the universities and colleges should be made strictly with reference to qualifications and merit making, however, a small allowance in the matter of minimum qualifications in favour of students in scheduled castes and those from rural areas.



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## APPENDIX II

### **Recommendations of the Seminar on Students' Welfare Organised by the Education Commission in Collaboration with the World University Service in Delhi University in August-September, 1965**

#### *1. General*

The Vice-Chancellor or Principal should be closely associated with the programmes of students welfare if it is to make a perceptible impact.

2. There should be full time Dean of student who should be preferably a teacher of fairly high position.

3. Every University or college should have a welfare council, consisting of students, teachers, administrators, social workers, representatives of State and Central Governments.

4. Scientific studies and surveys of student welfare needs and services in university/college campuses should be undertaken by appropriate departments in universities.

5. The economically and socially weaker sections of students community should be given special attention.

6. Scholastics and aptitude tests should be organised to enable the students to make correct choice of courses so that they can adjust to the university life in a better way.

7. Minimum standards in respect of equipment accommodation, personnel and basic welfare amenities should be laid down and enforced in all affiliated colleges.

8. The life on the campus should be organised on cooperative lines.

#### *2. Student Health Services*

9. Sound and carefully designed machinery should be created for regular annual and comprehensive medical examination of college students and also for a systematic follow up of detected cases.

10. Health education should be given highest priority in students health programmes, and the students should be properly kept informed of the problems of personal hygiene, environmental hygiene, nutrition values etc., etc. For these seminars and discussions may be organised and full use may be made of demonstrations, exhibitions and various publicity media for spreading information about maintenance of health and personal hygiene. The help of the Red Cross and similar agencies may be utilized for this purpose.

11. It would be desirable to ensure immunisation on a compulsory basis at regular interval for the entire university community against

communicable diseases and this should be responsibility of the University Health Service and not left to the private doctors. Institution which cannot afford to provide immunisation service individually may organise themselves economically on a group basis.

12. Efforts should be made to provide special students wards in general hospitals for students suffering from T.B. etc. and wherever feasible the students should be given the benefit of tutoring and study so long as medical advice permits. Such students may even be permitted to take their examination in the hospitals if the university can provide such facilities and the period of absence is reasonable.

13. Health Centres should be organised in every university campus and in towns with large students population.

14. The University medical officers should meet from time to time for planning their programmes and the university medical officers should be selected on the basis of their capacity to involve themselves in welfare services in general.

15. Country-wide net work of students wards should be established for those requiring hospitalisation in Government hospitals.

16. Colleges in towns where health centres may not be justified should have a full-time medical officer.

17. Active participation of students should be obtained both in policy making as well as in the execution of health service programmes.

18. Students and teachers should participate actively in the management of messes and canteens and the kitchen employees should be educated for preparing food with the least loss of food value.

19. The minimum age limit for admission to the university courses should be 16+ which could reduce the mental stresses on the students joining the university.

20. Every college or institution of higher learning with 1000 to 2000 students may have full-time trained Counsellor for dealing complicated cases of the student.

21. Opportunities may be provided for a healthy social and academic inter-linking of students of the two sexes.

### 3. *Individual Aid*

22. The percentage of students receiving financial aid should be raised from 15 (as at present) to 35 and the number of postgraduate and research scholarships increased substantively.

23. The amount of scholarships required by the students should be determined on the basis of studies made in different universities.

24. Scholarships may be awarded on the basis of merit alone, on the basis of economic condition alone or on the basis of merit-cum-means.

25. Because of social handicaps from which women in several communities suffer, the special concession to them may continue till the conditions improve.

26. The students may be given work scholarships instead of outright scholarships and grants.

27. The loan scholarships schemes may be continued as it instils responsibility and self-reliance in the students.

28. Projects of 'earn while you learn' may be started in the universities.

#### 4. *Lodging and Living*

29. Conditions of living of the university students should be satisfactory and hostel facilities be provided to increasingly large number of students so as to enable them to realise the benefit of the hostel life.

30. Special attention should be given to hostel facilities for women students as the lack of such facilities in many cases involves their having to give up their studies.

31. Besides, the grants from the University Grants Commission a revolving fund may be created to give interest free loans to the institutions for hostels.

32. As a temporary measure to resolve the shortage of hostel accommodation, private buildings accommodating 15 to 20 students should be hired or some interim relief may be provided by putting up cheap and fabricated structure of temporary nature for hostels.

33. The conversion of lecture halls into dormitories after college hours with special types of furniture such as banker beds etc., should be tried on experimental basis in few institutions.

34. In all campuses with a large number of resident students a superintendent of hostels with specialised skill and experience should be appointed to look after buildings, kitchen, staff facilities etc.

35. Hostel wardens should be appointed on the basis of aptitude and temperament and not on the basis of seniority. They should be provided with residential accommodation near the hostel. Besides, there should be adequate number of resident tutors to ensure staff student ratio of 1 to 50 in each case.

36. Where a hostel is large, a women may be included in the supervisory staff as there are many aspects of hostel, supervision and maintenance for which a women is specially suitable.

37. Students' participation should be secured for looking after the boarding arrangements such as deciding the menu, supervising the purchase of food etc.

38. For the non-resident students who do not have proper accommodation, community centres equipped with adequate toilet, and bath

facilities, text-book, library, canteen, study rooms etc., should be established inside the campus. Such centres should be set up for students outside the campus also.

39. University/college should take steps to provide adequate transport facilities for students coming from distant places through a local transport body or a college owned bus service.

40. Cooperative ventures may be encouraged as far as possible in various activities of the institutions.

##### 5. *Educational Facilities*

41. Information regarding the background and needs of the students should be collected from the students along with the admission form so as to organise educational facilities on proper lines.

42. Special help and facilities may be provided for the weaker and under-privileged sections of the students community whether they are first generation learners or not. This should be identified on the basis of information collected from the admission form.

43. There should be continuous evaluation of the facilities provided to the students to find out to what extent they equip the student community to contribute more effectively towards national development. This evaluation should also include the opinion of the students themselves.

44. Guidance and counselling programmes should be an integral part of the educational facilities provided in an institution of higher education.

45. Aptitude test should be administered while counselling the students for particular course of study.

46. Pre-admission counselling and diagnostic tests should be followed up by special remedial programmes for those that need them.

47. Special orientation programmes should be organised for fresh students joining the universities to familiarise them with the services and facilities which the institution offers and also courses that would develop their understanding of the new medium of instruction.

48. Comprehensive programmes of co-curricular activities which will go a long way in bridging the gulf between the outlook, the tastes and the preference of the older and those of the younger generations should be organised. These programmes should include participation in nation building activities like community development projects, adult education, voluntary social service etc.

### APPENDIX III

Name.....

Class.....

Roll No.....

#### Questionnaire For Students

*Directions :*

- (1) Please put up your name in block capital on top of this paper.
- (2) Please indicate your answer by placing a tick (✓) in the appropriate bracket.
- (3) These questions are designed to help in understanding your requirements and your difficulties so that everything possible may be done to help you in achieving the purpose of your stay in the college. You are requested to answer the questions to the best of your knowledge in fair and frank manner.

#### I. BACKGROUND INFORMATION

1. Age
2. Male (     ) Female (     )
3. Father's education
4. Mother's education
5. Father's occupation
6. Mother's occupation
7. Any College-educatee  
(a) brothers (     ) (b) sisters (     )

#### II. CURRICULUM

8. Which subject do you like most  
(Please mention the specific name of the subject e.g. Principles of Economics, etc.)
9. Why did you like this subject most :
  - (a) The subject matter is interesting (     )
  - (b) The subject matter is easy (     )
  - (c) The teaching method is helpful (     )
  - (d) The teacher's personality is attractive (     )
  - (e) Any other (     )

10. Which subject did you like least ?
11. Why did you like this subject least :
  - (a) The subject matter is boring (     )
  - (b) The subject matter is difficult to understand (     )
  - (c) The teaching method is not helpful (     )
  - (d) There is too much memorizing involved (     )
  - (e) Textbooks are not available (     )
  - (f) Any other (     )

### III. METHOD OF TEACHING

12. What do you like best about your Department ?
  - (a) The efficiency of staff (     )
  - (b) The friendly relationship between staff and students (     )
  - (c) The method of teaching (     )
  - (d) Library facilities (     )
  - (e) Any other (     )
13. What do you like least about your Department ?
  - (a) The time-table (     )
  - (b) The teaching method (     )
  - (c) The insufficiency of books for reference reading (     )
  - (d) Any other (     )
14. Do you think the present method of teaching is satisfactory ?  
 Yes (     )    No (     )
15. What in your opinion are effective methods of teaching ?
  - (a) Lectures (     )
  - (b) Question-Answer method (     )
  - (c) Discussions (     )
  - (d) Tutorials (     )
  - (e) Seminars (     )
  - (f) Weekly Tests (     )
  - (g) Monthly Tests (     )
  - (h) Written assignments (     )
  - (i) Any other (     )
16. Which of the above method need to be used more frequently ?
17. Would it be feasible to increase the number of periods per day ?  
 Yes (     )    No (     )

18. Would you be prepared :
- (a) to start classes earlier in the morning (     )
  - (b) to finish later in the evening (     )
19. Is the language used by lecturers :
- (a) Easy to understand (     )
  - (b) Difficult to understand (     )
20. Does the lecturer speak :
- (a) too rapidly (     )
  - (b) too slowly (     )
  - (c) at an easy pace (     )
21. Are tutorials :
- (a) helpful (     )
  - (b) not helpful (     )
22. Are they helpful because :
- (a) The group is small (     )
  - (b) Ideas are exchanged (     )
  - (c) Likely examination questions are discussed and solved (     )
  - (d) Difficult points can be explained fully (     )
  - (e) They prepare you for the examination (     )
  - (f) They provide opportunities for original thinking (     )
  - (g) They bring about a closer relationship with the staff (     )
  - (h) Any other (     )
23. Are they not helpful because :
- (a) Groups are too large (     )
  - (b) Timings are inconvenient (     )
  - (c) Lecture method is used (     )
  - (d) Tutorials are not taken by the same persons who lecture in that subject (     )
  - (e) There is no importance attached to the subject (     )
  - (f) Notes are not dictated (     )
  - (g) They are held too infrequently (     )
  - (h) Any other (     )
24. Do you need tutor to give you individual guidance in addition to what you receive from your teacher ?
- Yes (     ) No (     )
25. Do you think it is necessary for the teacher to cover the entire syllabus ?
- Yes (     ) No (     )

26. Could you study on your own, simple topics that may not be taught by the Teacher ?  
Yes (     ) No (     )
27. In College classes do you expect to receive  
(a) Detailed instruction (as at school) Yes (     ) No (     )  
(b) Guide lines for independent study Yes (     ) No (     )  
(c) Dictated notes Yes (     ) No (     )

#### IV. METHOD OF LEARNING

28. Do you follow what is taught in class ?  
Yes (     ) No (     )
29. If not is it because :  
(a) The class is too large (     )  
(b) You do not like the method of teaching (     )  
(c) You cannot follow the language used (     )  
(d) Any other (     )
30. Are you able to grasp the prescribed portion ?  
Yes (     ) No (     )
31. Is it because :  
(a) You cannot understand what is done in class (     )  
(b) You do not have textbooks (     )  
(c) You do not understand the textbooks (     )  
(d) You do not have a place to study (     )  
(e) You do not have the time to study (     )  
(f) You are not interested in studying (     )  
(g) Any other (     )
32. What do you prefer to study :  
(a) At home (     )  
(b) At your friend's home (     )  
(c) In the library (     )
33. When do you study :  
(a) When you get time (     )  
(b) When you are in a mood to study (     )  
(c) When an examination is approaching (     )  
(d) Daily (     )  
(e) Any other (     )



34. Do you have a regular time for private study ?  
Yes (     ) No (     )
35. If so, how many hours per day do you spend in private study.
36. Do you have a particular method of studying ?  
Yes (     ) No (     )
37. Do you need help in devising a method of studying ?  
Yes (     ) No (     )
38. Do you use the Library ?  
Yes (     ) No (     )
39. Do you use the Library :  
(a) To read textbooks (     )  
(b) To study your notes (     )  
(c) To read reference books (     )  
(d) To read technical journals (     )  
(e) To read magazines (     )  
(f) To read novels (     )  
(g) Any other (     )
40. Are the library facilities adequate for you ?  
Yes (     ) No (     )
41. What do you like best about the Library ?
42. What do you find lacking in the Library :  
(a) Copies of textbooks (     )  
(b) Books written in simple language (     )  
(c) Longer library hours (     )  
(d) Separate tables for boys and girls ?  
(e) Reading rooms (     )  
(f) A cheerful and comfortable atmosphere (     )  
(g) Cooperative and polite staff (     )  
(h) Any other (     )

## V. METHODS OF PREPARING FOR THE EXAMINATION

43. Were you adequately prepared for your last examination ?  
Yes (     ) No (     )
44. If not what was the reason :  
(a) You did not have enough time to prepare (     )  
(b) You did not take the examination seriously (     )  
(c) You had not attended classes regularly (     )

- (d) You had not followed what was done in class (     )  
 (e) Any other (     )
45. Was there a particular subject in which you were not prepared ?  
 Yes (     ) No (     )
46. Name the subject.
47. Were you satisfied with your results ?  
 Yes (     ) No (     )
48. If not was it because :
- (a) Your preparation was faulty (     )  
 (b) You got nervous at the time of examination (     )  
 (c) You overestimated your performance (     )  
 (d) The examiners were too strict (     )  
 (e) Any other (     )
49. How do you prepare for an examination :
- (a) By studying lecture notes (     )  
 (b) By studying the notes which you have prepared (     )  
 (c) By studying the textbook (     )  
 (d) By studying guides (     )  
 (e) Any other (     )
50. Why do you follow this method :
- (a) Because it is easy (     )  
 (b) Because it enables you to score more marks (     )  
 (c) Because you do not know of any other method (     )  
 (d) Any other (     )
51. From whom did you learn this method :
- (a) School friends (     )  
 (b) College companions (     )  
 (c) School teachers (     )  
 (d) College teachers (     )  
 (e) Any other (     )

## VI. EXTRA-CURRICULAR ACTIVITIES

52. Do you participate in extra-curricular activities :  
 Yes (     ) No (     )
53. If so are these :
- (a) College activities (     )  
 (b) Out of College activities (     )

54. Name the activities you participate in ?
55. Why do you not participate in extra-curricular activities :  
 (a) Lack of interest (     )  
 (b) Lack of time (     )  
 (c) Lack of energy (     )  
 (d) Inconvenient location of Gymkhana (     )  
 (e) Parents do not approve (     )  
 (f) Lack of opportunity (     )  
 (g) Any other (     )
56. Do you lack time because :  
 (a) You have too much study to do (     )  
 (b) You have too many responsibilities at home (     )
57. How much time per day do you spend reading ?
58. What do you read :  
 (a) Newspaper (     ) mention names  
 (b) Magazines (     ) mention names  
 (c) Technical journals (     ) mention names  
 (d) Fiction (     ) mention two read recently
59. How much time per day do you spend reading ?  
 (If you cannot calculate on a daily basis calculate on a monthly, weekly or term basis)  
 (a) Newspapers  
 (b) Magazines  
 (c) Technical Journals  
 (d) Fiction
60. In which language do you do more than 50 per cent of your reading ?

## VII. FUTURE PLANS

61. Do you think that college education has been useful to you ?  
 Yes (     ) No (     )
62. If so in what way
63. If not, why not ?
64. What do you propose to do after graduation :  
 (a) Train for a profession (     )  
 (b) Take a postgraduate course in your principal subject (     )  
 (c) Take a postgraduate course in a subject other than your present Principal subject (     )  
 (d) Discontinue further education and take a job (     )

- (e) Discontinue education and stay at home (     )  
 (f) Get married (     )  
 (g) Any other (     )

65. How would you rank your teachers in

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- (a) Does your teacher possess a comprehensive knowledge and a scholarly grasp of his field :  
 Moderate .....  
 Good .....  
 Very Good .....  
 Superior .....  
 Very Superior .....
- (b) Does the teacher organize and present his subject-matter effectively, in a manner enlightening to the student and consistent with the objectives of the course :  
 Moderate .....  
 Good .....  
 Very Good .....  
 Superior .....  
 Very Superior .....
- (c) Does the teacher stimulate thinking develop, understanding and challenge the intellectual abilities of the student :  
 Moderate .....  
 Good .....  
 Very Good .....  
 Superior .....  
 Very Superior .....
- (d) Does the teacher arouse the interest and enthusiasm of the student in his subject :  
 Moderate .....  
 Good .....  
 Very Good .....  
 Superior .....  
 Very Superior .....
- (e) Does the teacher manifest a sincere personal interest in his students and is helpful to them in solving individual problems :  
 Moderate .....

Good	.....
Very good	.....
Superior	.....
Very Superior	.....

(f) Does the teacher effectively uphold the intellectual and other objectives of the institution :

Moderate	.....
Good	.....
Very good	.....
Superior	.....
Very Superior	.....

66. Why did you enrol in this College?
67. In what ways is this college contributing to your development as person and your progress as a student ?
68. How is the college helping you in establishing contacts and acquaintances with youth groups in other parts of the world ?
69. What are some of the most helpful influences in your life here ?
70. What are some of the most discouraging or harmful influences?
71. What do you consider to be the most serious problems and needs of this college ?
72. What is necessary to make this college the kind of place you would like to see it become ?
73. What could the students do to help the desirable development of the college ?